

**Texas Education Agency
Standard Application System (SAS)**

2014-2016 Technology Lending Program Grant

Program authority:	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	FOR TEA USE ONLY Write NOGA ID here: <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> Received Texas Education Agency 2014 May 12 PM 1:46 Document Control Center </div>
Grant period:	October 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, May 13, 2014	
Submittal information:	Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494 </div>	
Contact information:	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Dumas Independent School District	171-901	Dumas Junior High	
Vendor ID #	ESC Region #	US Congressional District #	DUNS #
171901	Region 16	13	N.A.
Mailing address		City	State ZIP Code
421 West 4 th Street, P.O. Box 615		Dumas	TX 79029-3604

Primary Contact

First name	M.I.	Last name	Title
Rhonda	W	Artho	DISD Instructional Technology Coordinator
Telephone #	Email address		FAX #
806-935-6461	rhonda.artho@dumas-k12.net		806-935-6275

Secondary Contact

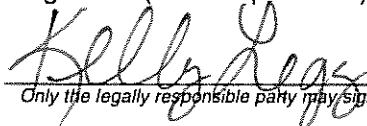

First name	M.I.	Last name	Title
Kevin		Smith	DJHS Science Dept. Head
Telephone #	Email address		FAX #
806-935-4155	kevin.smith@dumas-k12.net		806-934-1434

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Kelly		Legg	DISD Assistant Superintendent for Curriculum
Telephone #	Email		FAX #
806-935-6461	kelly.legg@dumas-k12.net		806-935-6275
Signature (blue ink preferred)	Date signed		

Only the legally responsible party may sign this application.

701-14-107-114

Schedule #1—General Information (cont.)

County-district number or vendor ID: 171-901

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	X	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	X	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 171-901

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
X	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
X	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 171-901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the application is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-February 1, 2015), and that 100% of the funds will be expended no later than the end of the 1 st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 171-901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The technology lending program will provide Google Chromebooks and home internet hotspots so students in need of home technology access can check them out to access the Science textbook, Science Fusion from Houghton Mifflin, along with supplemental materials and enhancements available online through the textbook publisher. They will also have the ability to access internet resources for research and further study and support materials available online, such as Discovery Education. The student group who will utilize this program will be Science students who are mainly 7th and 8th grade Junior High School Students.

Dumas Junior High School has a large number of economically disadvantaged students, including many children of refugee families who arrived in the United States from Myanmar in recent years. The percentage of students at the Junior High campus who are economically disadvantaged is currently over 68%. There are over 600 students enrolled in Science for the 2013-14 school year. Of that, 53% are considered At Risk with approximately 200 students, or 33% classified as Limited English Proficiency or ESL. 69 students, or 12%, enrolled in 7th and 8th grade Science have diagnosed disabilities. These students often do not have access to the internet or computers at home due to cost or system requirements and the use of technology loaned to them from the school district would aid in their use of all of the supplemental materials that are available to students who already have such access at home.

Science resource books are now on-line and include quizzes, note taking capabilities, listening and comprehension activities, games for study, and tutorials. There are also many science sites with educational videos, games, quizzes, reviews, and lessons that are now available to students through Brain Pop, USA Test Prep, Science Starters & Discovery Education. The students' ability to access their textbook online electronically, along with the skill building exercises and tutorials available at the publisher's online site, as well as these other online sites will be important tools that will aid their success in Science.

The district has chosen Google Chromebooks for this project for their ease of use and transport and their adaptability for using resources related to the Science course content. The major need for these students is access to online resources and the Chromebooks will suit that need ideally. The lower cost of Chromebooks as compared to the iPads in the existing Dumas High School loaner program will allow the Junior High to put technology units in the hands of more students who need them. We have also decided on mini Wi-Fi devices because many of our students will need the ability to connect to the internet with the loaned equipment.

The internet capability will allow students to access online science resources such as on-line student graphic organizers, visual model examples, skill-building practice games, and assistance with tutorial lessons for review. They will also be able to access study guides, educational online labs, and online learning centers where they can read or have auditory assistance with the materials, which is especially important to students with limited English proficiency.

The audio supplements and online tutorials along with ancillary materials can be utilized by students who need extra help with English fluency, especially with Science content vocabulary and can also be utilized by students with disabilities who need extra practice or materials presented in a different manner. Students will be able to complete assignments, view class tutorials, and turn in assignments from home when necessary if they have the lending technology available.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 171-901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

To ensure that the technology is available to all 7th and 8th grade DJHS students who need internet access, a check-out system will be utilized to allow students to check out and return the equipment as needed. The Science teachers will use a predetermined schedule for which teachers' classes will check out the equipment on given days. This schedule will be adapted and updated as necessary throughout the year. The students' parents will be asked to sign a contract which indicates that they do not have internet access at home for their students and which shows their agreement with the requirements for the loan of the equipment, responsibility for the equipment while checked out, etc.

This lending program will facilitate the accomplishment of the objectives of our district's technology plan in multiple ways. Goals that will be addressed with this program include integrating technology into curriculum and instruction & improving the academic achievement of all students. It will also ensure that all students have increased access to technology.

In addition, other goals that will be accomplished will be to improve the resources available for research by giving students access to the internet during the hours that they are not at school and allowing them to use technology to foster growth in the interactive and engaging setting of online resources. DISD's goal is to ensure that all students and teachers have increased access to technology to ensure that students can take full advantage of the opportunities for learning that the internet and online resources can provide.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 171-901				Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32						
Grant period: October 1, 2014, to August 31, 2016				Fund code: 410		
Budget Summary						
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$0	\$0	
Schedule #9	Supplies and Materials (6300)	6300	\$100,000	\$0	\$100,000	
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$0	\$0	\$0	
Total direct costs:			\$100,000	\$0	\$100,000	
Percentage% indirect costs (see note):			N/A	\$0	\$0	
Grand total of budgeted costs (add all entries in each column):			\$100,000	\$0	\$100,000	
Administrative Cost Calculation						
Enter the total grant amount requested:					\$0	
Percentage limit on administrative costs established for the program (15%):					× .15	
Multiply and round down to the nearest whole dollar. Enter the result.						
This is the maximum amount allowable for administrative costs, including indirect costs:					\$0	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 171-901

Amendment number (for amendments only):

Expense Item Description

63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:					Amount Budgeted	
	<input type="checkbox"/>	Print shop fees	<input type="checkbox"/>	Technology-related supplies	\$0		
	<input type="checkbox"/>	Postage	<input type="checkbox"/>	Other:			
	<input type="checkbox"/>	Copy paper	<input type="checkbox"/>	Other:			
Technology Hardware—Not Capitalized							
6399	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted	
	1	Acer Chromebook	Computing and online access	180	\$325	\$100,000	
	2	External DVD Drive	Access to resources on DVD	10	\$40		
	3	2 yr extended warranty for Chromebooks	Extended replacement warranty	180	\$30		
	4	Wi-Fi units & 4 yr contracts	At home Wi-Fi access for students	20	\$1,001		
	5	Charge carts	Secure storage and charging	6	\$1800		
	6	Chromebook Case	Protection for student transport	160	\$25		
	7	Chromebook Chargers	Chargers for home use by students	44	\$20		
6399	Technology software—Not capitalized					\$0	
6399	Supplies and materials associated with advisory council or committee					\$0	
Subtotal supplies and materials requiring specific approval:						\$100,000	
Remaining 6300—Supplies and materials that do not require specific approval:						\$0	
Grand total:						\$100,000	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 171-901

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			635	
Category	Number	Percentage	Category	Percentage
African American	5	N/A	Attendance rate	95.9%
Hispanic	466	N/A	Annual dropout rate (Gr 9-12)	N/A%
White	138	N/A	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian	62	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged	466	68.3%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	105	15.4%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	106	16%	Average ACT score (number value, not a percentage)	N/A

Comments

LEP number is 15.4% but combined LEP and ESL percentage is 33% which is possibly a better indicator of the need for home access to instructional resources because both the ESL and LEP students are often returning home to a non-English speaking household where parental involvement in student class work is minimal because of language barriers.

Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public									343	339					
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

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Schedule #13—Needs Assessment

County-district number or vendor ID: 171-901

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Administrators and teachers first discussed areas of need that they had observed in the past few years and Junior High Science was mentioned multiple times as one area where students would greatly benefit from an online textbook and electronic resources and where students would need access to those resources after school hours.

When the district Testing Coordinator took part in the discussion, she also reinforced the need for these students to have all of the resources that the district could provide to help them increase their knowledge base and be able to perform better on the State's Science STAAR exam. There was a need to increase student engagement and knowledge retention for both academic testing and for the students' further success in Science related career fields. The new Science Endorsements for graduation in Texas mandated a strong basis in Science for students to be able to be successful in the courses that would be needed for those endorsements as well.

The district Curriculum Coordinator also became involved as this is the school year that textbook adoptions were made for the science curriculum. Available textbooks came with a large section of online materials that complimented the textbook. One of the many online activities is online labs. Junior High students will be able to complete these labs several times online and will be better able to understand the processes. Increased access to technology is needed, however, for all students to have this access. The number of students that are economically disadvantaged and did not have home internet access was determined to be high at the Junior High level. Approximately 40% of students reported that they do not have access to a dedicated device that they can use at home to access the internet and approximately 20% of students reported that they did not have reliable home internet access.

After preliminary discussions to identify the needs for this type of program, the Junior High teachers were included to ascertain their needs for such a program. The teachers also felt that the Science students would benefit greatly from being able to access the many resources available for students and that having the technology available to students who currently do not have that access available in their home would be a great benefit. Dumas ISD has a large number of economically disadvantaged students, currently over 68% for the entire district. This group includes many students from Mexican immigrant families as well as a number of Burmese refugee students who have recently arrived in the United States from Myanmar. For many of these students, English is a second language. Having access to resources such as textbooks that can be read aloud to them electronically and online activities to reinforce English usage would be an aid in helping them attain the levels of fluency that they need to succeed in their academic studies.

There are technology resources available to all Science students, including a computer lab, laptops and a netbook cart, with sets of computers to share with other classrooms. There are no programs currently in place to lend equipment to students for use outside of the school at the Junior High. Budget constraints have prevented the district from moving into this area and grant funds would provide a way to address the inequities that exist between students and the resources that they have available at home for further learning.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 171-901

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Students need access to current science materials available online. Access to computers or computer labs on campus is limited because of scheduling conflicts on a limited number of available computers. Many students enrolled also do not have computer or internet access outside of the school.	Grant would ensure that all students served by the school would have necessary access to current and newly adopted science materials and online resources to reinforce learning.
2.	A large number of ELL/ESL students who struggle with language, especially with academic vocabulary used in Science class, need auditory reinforcement and/or translation of materials and concepts presented in science curriculum.	Online Science materials feature language aids such as auditory pronunciation and translation of difficult words to increase comprehension. This grant would provide each of these students a computer and internet access at home to access these aids and reinforce their learning with online resources.
3.	With 68% of the student population qualified as Economically Disadvantaged, cost of the technology required to access the text and resource materials outside of class is prohibitive for many students.	Grant would make technology available to this group by providing both computers and internet access outside of the classroom.
4.	Students without access to current technology and the learning opportunities it can provide are at a marked disadvantage in higher education and the job market.	Access to technology can help students develop the skills necessary to use technology independently in higher education or professional environment.
5.	Lack of student interest in Science	Digital Science materials can shift curriculum to a more student-centered modality. Activities such as simulated labs, videos, test prep materials and other interactive content could help increase interest in Science related fields and encourage students to pursue those fields in college and the work force.

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Schedule #14—Management Plan

County-district number or vendor ID: 171-901

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Instructional Tech/Instructional Materials Coord.	Composite Science Certification, Science teacher – 8 years, District Instructional Tech. Coord. – 4 years, Instructional Materials Coord. – 2 years
2.	IT Director	District IT Director – 20 years
3.	DJHS Science Dept. Head	Science Teacher – DJHS – 20 years
4.	DJHS Principal	Teacher – 25 years, Principal – 4 years

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Familiarize teachers & students with devices, their use, review resources to be used by students	1. Teacher Training Session I	08/18/2014	08/18/2014
		2. Teacher Training Session II	08/22/2014	08/22/2014
		3. Student Intro to Chromebooks	08/26/2014	08/26/2014
		4. Student Intro to Loaner Wi-Fi units	09/02/2014	09/02/2014
2.	Review textbook and resources to be accessed with the Chromebooks	1. Ongoing review of textbook materials and resources available for home learning	08/26/2014	11/03/2014
		2. Student Review of Science Starters	09/02/2014	11/03/2014
		3. Student Review of Discovery Education resources	09/09/2014	11/03/2014
		4. Student Review of iCore	09/16/2014	11/03/2014
		5. Milestone Check – assess understanding of resources available and their use	11/03/2014	11/05/2014
3.	Make Chromebooks and mini Wi-Fi units available to students without internet access at home through check-out process.	1. Identify students who need tech. home access	09/02/2014	09/16/2014/ongoing
		2. Provide and receive contract for usage with parents/students	09/02/2014	09/16/2014/ongoing
		3. Loan Chromebooks for home use according to schedule developed by Science teachers	09/16/2014	ongoing
		4. Milestone check – assess lending unit use to date	10/20/2014	10/21/2014
4.	Assess success of Tech Lending and determine changes and/or adjustments needed	1. Evaluate student learning through in-class and informal assessments	09/23/2014	ongoing
		2. Teacher surveys	11/10/2014	Every 6 weeks
		3. Student feedback	09/23/2014	ongoing
		4. Periodic meeting with grant coordinator & teachers to assess success of program	01/12/2015	Every 6 weeks
5.	Implement changes and adjustments to Tech Lending program	1. Teacher meetings to discuss program/plan changes as needed	10/20/2014	Every six weeks
		2. Assess online resources being used – make changes as needed	10/20/2014	Every six weeks
		3. Milestone check – end of year evaluation – plan changes if needed for next year	XX/XX/XXXX	XX/XX/XXXX

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 171-901

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At Dumas Junior High we currently have several groups whose task it is to monitor, recommend and sometimes implement changes to current procedures. One of these groups is a departmental Professional Learning Community (PLC). The members of this group are the teachers of a department and they are charged with monitoring student progress in learning and understanding the TEKS. This group generally has 3 questions to answer about the learning and they then communicate the answers to these questions to the administration. They meet weekly to discuss: 1) What are we teaching? , 2) Are students learning? , and 3) What are we going to do if they are learning, or what do we do if they are not?

Another method of monitoring student progress is called Academic Teaming. Each team of teachers is responsible for monitoring the progress of each student on their team. Teachers communicate with the students on their team and their parents about the student's learning and needs. The group is mainly responsible for student outcomes and communications with parents.

A Campus Council team is charged with fielding questions from the staff and communicating them to the administration, then funneling the answers back to the staff. This committee has parents and community members at large as members.

The students are advised of changes or target goals on a daily basis by their teachers. Each department has set out a STAAR goal and has each student make personal goals to attain the larger goal. We adjust these at the time of a mini-assessment to see if students are progressing in a satisfactory manner towards those goals or whether adjustment is necessary to re-teach.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We currently have a set of laptop computers that are shared between departments and teachers. These laptops are dated and costly to update. They serve the purpose of classroom use, but are not allowed to leave the building. While we can allow students to access the material while in class, we are hindered in the use of online resources outside the classroom because many students do not have computers or access to the internet.

We will maximize effectiveness of the grant funds by involving our IT department in the purchasing of equipment and negotiating the data plan contract for the Wi-Fi units. The IT department will research and find the best prices for all equipment purchased with grant funds. The purchases will be coordinated with the Instructional Technology Coordinator to ensure that the correct equipment is ordered to serve the needs of the teachers and meet the requirements of the grant.

The successful ongoing iPad loaner program at Dumas High School has provided valuable experience in developing such a program. Planning for a Technology Loaner Program at Dumas Junior High will be easier and more quickly successful because of the knowledge gained from implementing a similar program with iPads in the past.

Meetings with the Science teachers will be conducted every six weeks to ensure that the program is running smoothly and to iron out any difficulties that have arisen. In these meetings the teachers will share resources and plans for integration so that all team members remain committed and involved. All parties involved, including students, will be asked to help further develop the program and determine any changes that need to be made in the future.

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By TEA staff person:

Schedule #15—Project Evaluation

County-district number or vendor ID: 171-901

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Teacher Monitoring & Feedback	1.	Teacher input indicating increased student progress
		2.	Teacher evaluation of student understating of concept as demonstrated by involvement in classroom discussions
		3.	Observation of higher percentage of homework completion
2.	Local Benchmark Assessments	1.	Better performance by targeted groups and by all students as a whole
		2.	Deeper understanding of the TEKS as indicated by increased scores
		3.	
3.	Student understanding and STAAR Performance	1.	Student scores will be compared to previous years to ascertain gains
		2.	Subcategory scores will be evaluated for improvement
		3.	Targeted populations scores will be compared as project progresses
4.	Student surveys	1.	Student input indicating benefit of lending technology on learning
		2.	Student enthusiasm for the continuation of the program
		3.	Student input on additional resources that they would add to the program
5.	IT Monitoring and Feedback	1.	IT will monitor loss/damage to ascertain needed improvements
		2.	IT will monitor data usage/determine needs for future
		3.	Instr. Tech. Coord. will monitor program licensing and software needs

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Efforts will be coordinated between the Technology department, the Instructional Technology department, the Dumas Junior High School Administration and the Dumas Junior High School Science teachers.

The Project Coordinator will collect program-level data about program activities and the number of participants served from the departmental records of students taking devices and internet hot-spots home. Student-level data will be collected by the Science teachers and shared at the project meetings that will be held regularly. Both the program-level and student-level data will be included in the progress reports and used by staff to evaluate and adjust the program as needed. Teachers will meet periodically with the campus and district grant administrators, as well as the IT department, to analyze successes and problems with the program. Any adjustments that need to be made to the lending process, student or teacher training on use of the devices, etc. will be addressed after these meetings.

The formative assessments given every three weeks will help teachers to analyze improvements in student performance after the beginning of the loan program. These results will be shared among the department and with the grant coordinators at regular meetings. Student evaluations will also be used to determine the effectiveness of having technology based resources for home use.

Information from all sources will be considered in determining weaknesses of the program and if there are areas that need to be re-evaluated and adjusted to strengthen the technology loaner program to ensure student success.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 171-901

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Lending Program funds will be used to provide Google Chromebooks and mini Wi-Fi units with 4G service to Science students in need of home technology access so that they can access the Science textbook, labs, along with supplemental materials and enhancements available online through the textbook publisher and from other online resources.

Funds will be used to purchase 180 Chromebooks for student use in the classroom and at home. These will be loaned out to students on a rotating schedule set by the Science teachers.

Six charging/storage carts will be purchased to house the Chromebooks and secure them while on campus and A portion of the funds will be used to purchase additional chargers, cases, and other necessary miscellaneous items.

Verizon Ellipsis Jetpacks (mobile Wi-Fi units) would be purchased for students to check out. To begin the grant program we would purchase 20 of these units and then ascertain whether more are needed. They are \$.99 each with a \$20.00/month access fee. Ten can share a data plan at a cost of \$180/month so for every Wi-Fi unit there would be a cost of approximately \$1.50 plus approximately \$42 each/month for the data plan (\$20 access fee and \$18 for 1/10th of the data plan + fees and taxes). We have budgeted \$2500 per year for the four year contract on these units or a total of \$10,000 for the four year contract on ten units. \$20,000 will be dedicated to two contracts on 10 units each.

The Science books are now on-line and include quizzes, note taking capabilities, listening and comprehension activities, science labs, games for study, and tutorials. There is also a Scientific Minds website with reviews, higher order thinking questions, lessons, worksheets, vocabulary, and quizzes that are going to be available to students through it. The students' ability to access their textbook online electronically, along with the skill building exercises and tutorials available at the publisher's online site will be an important tool that will aid their success in Science.

The district has chosen Google chromebooks for this project for their ease of use and transport and their adaptability for using the online text and other online resources related to the Science course content. The internet capability will allow student to access online lab resources such as on-line student visual examples, graphics for organizing ideas, ways to explore the Scientific Method, and assistance and final review to test their comprehension level of the concepts. They will also be able to access study guides, learning games, tutorials, and online learning centers where they can read or have auditory assistance with the materials.

This program will be patterned after a successful technology lending program already in place at Dumas High School where the English department provides iPads for students to check out to complete research, writing and further study at home.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID:

Amendment # (for amendments only):

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

There is no other program in place to purchase lending equipment for Dumas ISD. Limited Instructional Materials Allotment (IMA) funds will mean that almost all of those funds must be expended on print and digital materials for classroom instruction. Increased prices for textbooks, whether print or digital, will mean that there will be fewer funds available for other purchases such as technology. There will be no additional funds for lending equipment of any kind.

As planning for the IMA spending progresses for the coming school year, the district is hoping to be able to purchase some devices, whether tablets or Chromebooks, to supplement the textbook resources in a few departments across the district. These will not, however, be loaner equipment and will be isolated to a few departments as the district can afford to purchase them.

This grant would provide a much needed program for our Junior High Science students to be able to continue their learning after they leave their classroom at the end of the school day.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 171-901

Amendment # (for amendments only):

TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This program will align with the Mission and Goals of Dumas ISD in multiple ways. The district's mission statement says "Academic achievement will be developed through instructional consistency, maximum learning time, and a flexible curriculum, which will guide the students to become successful and productive members of society."

Maximum learning time and a flexible curriculum would be ideally addressed by providing students with the technology tools that they need to access online resources to maximize their learning time after they leave the classroom each day.

In addition, each student would be empowered to personalize their learning with access to the tools that they needed to best address their areas of targeted learning.

The Dumas ISD Mission Statement also includes the following:

- Realizing that parents are also the child's teachers, school personnel will be responsive to and encourage parental involvement in the student's learning process.

- Students Who Are At-Risk Of Dropping Out Of School – The District will develop and implement techniques and strategies to create avenues of success for students identified as at-risk of dropping out of school.

- Community-Parental-Student Involvement – The District will encourage community and parental involvement in the educational process of the student to foster the development of the total child.

Technology – The District will develop concepts and implement them to maintain the utilization of technology to the highest degree.

This program would allow the district to encourage parental involvement in the students' learning by encouraging students to bring their learning tools and resources home with them and would provide another avenue to promote student success by providing equitable access to online resources to all students, no matter what their economic status might be.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 171-901

Amendment # (for amendments only):

TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Dumas Junior High School campus was given the highest priority for this project because of the recent textbook adoption review process, where it was found that most Science textbook publishers were turning more and more to the electronic avenues for their materials. It was felt, after review by teachers and administrators, that the need for electronic devices and internet access was even more pronounced in the Science content areas because of the myriad of electronic visual resources available to aid in learning. It was also determined that targeting the Junior High students with such a technology program could provide the students with the capability to strengthen their Science knowledge base before they decided on an endorsement for graduation from High School.

It was also discovered that the number of ELL and Special Education students was increasing dramatically at this campus. The resources and learning aids available electronically will be especially helpful to these students who must have a more individualized approach to their learning. The number of families with internet access in their homes has also declined in the last few years with the increase in cellular devices.

The Science students were chosen after discussion and input from administrators, the testing coordinator, and campus administrators and teachers. While there are other course areas which could also benefit from this type of lending program, this group was chosen because at the Junior High campus the Science Department serves the most students and because of the new HB5 requirement of choosing an endorsement for graduation from high school. Many of the endorsements are in the areas of Science and Technology so resources to help increase Science knowledge would aid students in succeeding in further Science and Technology courses to earn these new certifications.

At the beginning of the project, forms will be sent home with all students for parents to sign indicating whether students have access to technology and internet at home. Special attention will be paid to ensure that the students identified as not having the technology available will receive a Chromebook to take home when it is determined to be beneficial by the teacher.

In an attempt to ensure equitable access to the lending equipment for all students, including economically disadvantaged students and students with disabilities, enough units will be made available so that entire classrooms will be issued the Chromebooks to take home on the schedule that the teachers determine. In this way students need not be singled out, and it can be assured that all students will have the same access to the technology resources on the days that the teacher determines that "at home" work would be beneficial. Students without residential access to the internet will be loaned a mini Wi-Fi unit so that they can have access to the internet on the Chromebooks.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 171-901

Amendment # (for amendments only):

TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The lending program will align perfectly with the adoption of a new Science textbook which is electronic. The richness of the online, interactive environment will greatly enhance the learning experience for students. Students will have access to a classroom set of print consumable textbooks but this grant would allow these students to access resources and materials online at all times. In addition, the lending program will allow students and teachers to interact electronically where students can contact teachers, turn in work electronically from home and allow teachers to assign digital content for the students to further their learning from home.

The Science teachers are already familiar with utilizing technology in the classroom when the schedule allows for them to have access to computers but that time is limited when computers must be shared between multiple teachers. This grant would allow each student to have access to a device and all electronic resources at all times in the classroom as well as at home. Teachers are often limited to using electronic resources only on the teacher computer and projecting it for the students while the students watch. This program would allow each student to access resources individually at their own pace while in the classroom and at home.

Classroom management will be handled as it is with other resources in the classroom. In the case of computers, students will be expected to participate in the introductory trainings to acquaint them with the Chromebooks and sign an agreement that they understand their responsibilities in using the computers. Students will be assigned a particular numbered Chromebook which they will use each day in class. These Chromebooks will be shared between one student in each class throughout the day. In this way it will be easier to assign responsibility for a particular unit and ascertain student responsibility if damages occur. Students will be made aware of the online resources available and will comply with the district's Responsible Use Policy which each one must sign at the beginning of each school year.

Each teacher will be free to determine how and when the Chromebooks will be used in each class and will take the responsibility for checking them out to students and ensuring that they are returned undamaged.

Computers will provide the access to a world of online resources that teachers cannot duplicate in the classroom. With the ever increasing number of quality educational digital resources available to enhance student learning, these Chromebooks will allow students to access the world of knowledge available, both during their time in the classroom and out of the classroom as well.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 171-901

Amendment # (for amendments only):

TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Electronic instructional materials are being used in multiple curriculum areas at multiple campuses across the district. At the current time teachers from all grades levels, K-12, are using computers and online resources with students in Math, English, Social Studies and Science. The district also has purchased software licenses at all campuses that are being used in these curriculum areas. Student use of electronic instructional materials at this time is determined largely by constraints placed on classrooms because of sharing computers in either campus computer labs or classrooms. With the new adoptions of Science and Math textbooks this year, every student in those content areas will have electronic textbook resources as well.

The Junior High Math Department is currently using tablets in each classroom to access the electronic materials from their math textbook as well as other online resources. The Social Studies department shares a set of iPads which are used to access online and digital materials.

At all campuses there are computer labs and at least a few shared computer carts and teachers in all content areas utilize them as much as they are able within the constraints of the schedule for sharing the devices and labs. There are currently five Elementary campuses, one Intermediate campus, one Junior High campus and one High School. All content areas utilize electronic instructional materials in their classes and frequent professional development opportunities are offered to keep teachers up to date on the resources that they have access to through licenses as well as free resources online that can be utilized to enhance the classroom curriculum.

Electronic instructional materials are already in use in the Science classrooms of Dumas Junior High but the need for access to those materials is increasing. With the new textbook adoption students will have access to enhanced electronic instructional materials that are available at home as well as school. Students and teachers currently use USA Test Prep, Science Starters, Brain Pop, Discovery Education, iCore, Schoology, YouTube videos, Interactive Periodic tables, and home access to these resources would benefit all students.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 171-901

Amendment # (for amendments only):

TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Dumas ISD has an ongoing program to offer professional development to teachers in the use of digital content. Each year the Instructional Technology Coordinator offers multiple trainings on the use of technology equipment and the digital content that the district has purchased. Software and textbook company representatives visit the campuses on an annual basis to offer trainings as well. Video conferences on the use of digital content are also presented in after-school sessions throughout the year.

A successful iPad loaner program at the high school level in the English department has provided experience in the types of training that teachers will need to successfully implement such a program and provide the necessary support to students who have access to the loaner equipment.

There are two trainings planned for teachers on the technology loaner program. The first will be to introduce the teachers to the Chromebooks and allow them time to get familiar with them. They will also be trained on the online textbook and associated resources as well as other online resources and apps to aid students in Science. Textbook publisher representatives will meet with teachers via web conference for small group trainings. Teachers will be encouraged to look for digital resources and encourage students to look for useful online resources to add to the tools available to students. The trainings will be conducted by the district's Instructional Technology Coordinator and the Science department head who serves as the campus grant coordinator. During the second training teachers will take a deeper look at online materials. They will discuss ways in which the materials can be used for particular units in the course and will develop a plan to ensure equitable access to those resources for the students. They will work out the loaner program schedule and will do peer training on resources or apps that they found particularly useful.

TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Existing infrastructure at all Dumas campuses, including Dumas Junior High School, includes wireless access on all campuses. With this wireless capability, students will be able to access the digital resources available for their Science studies at all times in the classroom or while on campus.

Planned changes in the wireless internet access for district campuses in the Summer of 2014 will include installing more wireless access points in the Science wing of the Junior High to accommodate a larger number of students accessing the network at the same time.

Technical support will come from the district's Technology department, which has four full-time employees dedicated to maintaining the networks and equipment on all campuses. This department will oversee the repair, maintenance and replacement of the Chromebooks, as needed, used in this technology loaner program. In addition, the Junior High campus has a campus technology assistant who is available for issues should they arise.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 171-901

Amendment # (for amendments only):

TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Internet access for students at home will be evaluated on a case by case basis. With the grant funding, the district will be able to provide mini Wi-Fi hotspots to those in need of internet connection. They will be checked out by students when a teacher determines that online access is needed for an assignment or for individualized learning at home.

Students will be made aware of how to use the units and the limitations on what they are allowed to do with them while at home. The Chromebooks will have the district's filter installed on them so that student internet access while at home will still be filtered. Students will know the data streaming limitations on their units and will have a signed agreement on file that they and/or their parents will be responsible for additional charges on the data plan incurred if they go over the data limit by streaming full length movies, etc.

In addition, if it is deemed necessary, the school district could provide access to a classroom at the Junior High School in the evenings so that students could access the internet in a protected environment. The need for this will be evaluated as the program begins this Fall.

TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Junior High Science department is fortunate to have several teachers who are very comfortable providing technical support for immediate problems that may arise in the day-to-day use of the Chromebooks in the Science classrooms. These teachers and the Campus Technology Assistant will provide quick response to issues that come up. All Science teachers will receive training in using the Chromebooks and trouble shooting on minor issues. In addition, teachers will share experiences and expertise at the departmental meetings where they meet to discuss the technology loaner program and the progress of the program.

More involved technical support will come from the district's Technology department, which has four full-time employees dedicated to maintaining the networks and equipment on all campuses. This department will oversee the repair, maintenance and securing needed replacement of the Chromebooks used in this technology loaner program. The IT department will also deal in a timely manner with any internet access issues that may arise with access points in the Science wing at the Junior High.

Students will receive an overview of the resources available to them at home with the use of the Chromebooks and will also receive training on the use, operation and care of the units from their Science teachers.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 171-901

Amendment # (for amendments only):

TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The grant will be administered on the Dumas Junior High School campus by the Instructional Technology Coordinator, the Campus Grant Coordinator, and the Technology department. The Technology department will order the units, set up the charging carts and take care of any needed set up on the Chromebooks to set them up to an Administrator Console account. They will also take care of maintenance and repair of the units as needed throughout the year. Experience with the high school technology lending program will allow this program to begin immediately.

Teacher trainings to familiarize them with the online textbook and ancillary resources will be conducted by the Science department personnel and the Instructional Technology Coordinator for Dumas ISD.

Teachers will develop a loaner schedule at the beginning of the grant period after considering which units and assignments will require the most access to the digital textbook resources. This will be a rotating schedule assuring that all students have access to the equipment and mobile hotspots on an equitable basis. This schedule will be adjusted as needed if the teacher needing the technology for his/her students reaches an agreement with another teacher to trade dates for the loan of the equipment.

The Chromebooks will be assigned to a specific student in each class and each teacher will be responsible for assuring that the units are loaned to the correct student to ensure student responsibility for the units. At the end of the loan period with their students, each teacher will be responsible for turning on and checking each unit for physical and/or mechanical tampering and damage. If damage is noted, the Technology department will be notified of the need for repair or replacement and that repair or replacement will be handled as quickly as possible. In addition, if necessary, the appropriate campus authorities will be notified if there is a case of theft or loss that needs to be reported.

Students and parents must sign an agreement outlining proper use and care before the student can have access to a loaner Chromebook. If students do not return the Chromebook each day to class, as required by the teacher, the student will lose access to a Chromebook or computer until that unit is returned in good working condition. Multiple violations of the teacher's return policy will result in a student losing the right to a Chromebook for the remainder of the six weeks.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 171-901

Amendment # (for amendments only):

TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The loaner Chromebooks will be added to the Junior High School's inventory as all technology equipment is. There is currently no local policy for loaner equipment in particular, so changes that might need to be addressed will be added to the campus policy. Teachers will check out the loaner Chromebooks to students with specific units being assigned to specific students in each class. Teachers will check back in equipment and check it for damages, etc. at the end of each grading period.

There will be a purchase of an extended warranty to cover the Chromebooks for two years past the manufacturer's warranty. Costs due to loss and/or theft will be handled by the District for the first year of the program. At the end of that period this policy will be revisited to determine if a financial responsibility must be assigned to students and their parents for such situations. All cases of theft will be turned over to the campus police department.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Lending Agreement will be developed in cooperation between the Dumas ISD administration, the Instructional Technology Coordinator, the Technology Coordinator, the Campus Grant Coordinator and the Junior High School principal. It will be modeled after an already existing agreement that was developed for the successful iPad lending program at Dumas high school.

The agreement will outline the responsibilities of students and parents for the care of the loaner equipment while in the student's possession. Student access to the loaner equipment will be limited in cases of abuse of access to the internet or abuse of the equipment according to time periods set by the parties designing the agreement. The appropriate behavior while online with the equipment will be outlined, as well as consequences for downloading unauthorized apps and/or inappropriate material as outlined in the District's Responsible Use Policy.

The students will receive training in Digital Citizenship in their Technology Applications class at the Junior High which every student must take. The Science department will coordinate with the Tech Apps teachers to ensure that each student who signs an agreement that they have mastery of the Tech App TEKS has proven mastery in that class.

Parents and students will be made aware of the purpose of the technology loaner program and both must sign in the agreement that students will not allow others to use the district equipment while it is in their care. Other items that need to be included in the agreement will be decided when the above listed parties meet to collaborate on its design. There is no other purchase program underway to loan technology equipment to students at the present time. After the evaluation is done of the first year of this program, discussions will be held to consider a more comprehensive technology loaner program to serve more students on other campuses.

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